Literacy Wiki Requirements

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Band

Task 1, Part 1:

* *Select 1 activity from the* ***Suggested List of Writing Activities*** *(pp 59-62 of the pdf) that you currently use in your arts classroom and share any insights you have about its success. Consider this to be one where you could advise a beginning arts teacher on the use of literacy.*

**12. Jigsaw**

This is a cooperative learning strategies that helps students work collaboratively to divide a task into manageable chunks. It can be applied in imaginative ways to meet the needs of a wide range of student interest and abilities.

1. Identify a range of materials related to significant topics in a lesson.

2. Collect selections of varying text difficulty.

3. Organize students into cooperative groups of four to six. Each group member is responsible for reading one selection.

4. Ask students to read selections independently. Students can jot down notes.

5. Regroup students according to those assigned the same selection so that they can compare notes and discuss important information.

6. Direct students to return to their original group and have each group member share pertinent information from each selection.

I use the Jigsaw method when reviewing for a test. For example, when we are reviewing for an AP Music Theory test, I have the class break into groups and each group chooses a portion from the Study Guide to review with the class. They then have 5-10 minutes to plan, then each group presents that portion to the class as a review session. The lessons are closely monitored for accuracy and to be sure that all material is covered. I can assign groups if I wish to differentiate instrument or to direct certain students to certain concepts. Often, students learn new things when they are gathering information to present the concept, and students benefit from hearing how their peers explain the concepts.

* *Select 1 activity that you will implement immediately in your classroom. Reflect on any successes, challenges, and revisions.*

**6. Exit Slips**

The last three to five minutes of class is scheduled for students to do a short piece of writing or drawing representing their response, summary, or questions about the class session. The teacher may collect and study the slips to assist in planning future lessons. This activity is a great diagnostic tool for teachers, and a natural source of quick review to highlight points during the next class. The teacher may choose to read a few of the slips from the previous day aloud (preferably without names) to start the lesson.

I have found that one of the most effective tools in instruction is to reflect and to assess areas to improve. After a lesson, it would be very beneficial to hear what the students learned so I could understand what I presented well and what I could have done better or differently. The challenge is the diversity of ability levels and learning styles. Often, the higher achieving students may give an inaccurate perspective of what was actually presented because they could have acquired the information on their own, or in general their ability to comprehend the knowledge is not illustrative of the teacher’s ability to teach it. The lower achieving students may also give an inaccurate view of the success of the lesson.